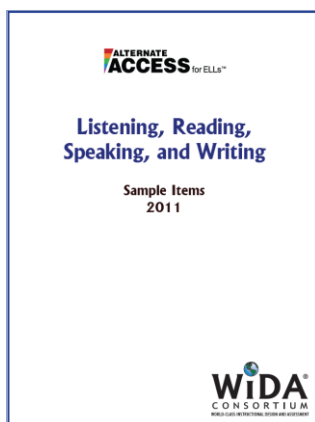


More information about interpreting score reports can be found at:  
<http://wida.us/DownloadDocs/assessment/AlternateACCESS/2014AlternateACCESSIG.pdf>

### Where can I find sample test questions?

There is a Sample Item publication, available at <http://www.wida.us/get.aspx?id=487>. Within this document, one sample item is provided for each domain (Listening, Reading, Speaking, and Writing) in the grade level cluster in order to show how test items are formatted in each section.



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## Information for Families 2014-15



For more information contact  
the Office of Student Assessment  
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## What is the Alternate ACCESS for ELLs™?

The Alternate ACCESS for ELLs™ is an English language proficiency (ELP) assessment. It is administered in the four language domains of listening, reading, speaking, and writing for students in Grades 1-12 identified as English language learners (ELLs) who have significant cognitive disabilities.

## Who is administered the Alternate ACCESS for ELLs™?

Federal law requires schools to identify all students who may be English language learners (ELLs). ELLs have a right to receive English language support services. Students identified as ELLs are required to be assessed annually for their English language proficiency (ELP). This includes students that receive special education services. Only students recognized under the Individuals with Disabilities Education Act (IDEA; 2004) as having a significant cognitive disability and who therefore are expected to participate in the Wisconsin Alternate Assessment are eligible to take the Alternate ACCESS for ELLs™ in place of the ACCESS for ELLs®.

## What does the Alternate ACCESS for ELLs measure?

The Alternate ACCESS for ELLs™ measures social and instructional language along with the language of academic content: Mathematics, Science, and English Language Arts allowing students to demonstrate their English language proficiency gains along the World-Class Instructional Design and Assessment (WIDA) Alternate English language development (ELD) standards continuum.

## WIDA Alternate English Language Development (ELD) Standards



Tests are divided into grade-level clusters:

- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

## Alternate Model Performance Indicators

The Alternate ACCESS for ELLs™ is based on Alternate Model Performance Indicators (AMPis) which provide examples of how students may use or process language across various alternate model performance levels.

## WIDA Alternate Model Performance Indicators

	Alternate ACCESS Level A1: Initiating	Alternate ACCESS Level A2: Exploring	Alternate ACCESS Level A3: Engaging	ACCESS Level 1: Entering	ACCESS Level 2: Emerging	ACCESS Level 3: Engaging	ACCESS Level 4: Expanding	ACCESS Level 5: Bridging
Listening	Student observes as teacher reads aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.
Speaking	Teacher points to labeled pictures and reads the names aloud. Student appears to watch and listen.	Teacher points to labeled pictures and reads the names aloud. Student appears to watch and listen.	Teacher points to labeled pictures and reads the names aloud. Student appears to watch and listen.	Teacher points to labeled pictures and reads the names aloud. Student appears to watch and listen.	Teacher points to labeled pictures and reads the names aloud. Student appears to watch and listen.	Teacher points to labeled pictures and reads the names aloud. Student appears to watch and listen.	Teacher points to labeled pictures and reads the names aloud. Student appears to watch and listen.	Teacher points to labeled pictures and reads the names aloud. Student appears to watch and listen.
Reading	Student observes as teacher reads aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.
Writing	Student observes as teacher reads aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.	Student listens to teacher read aloud picture books.

## How are the test results used?

The test results allow teachers to work together with a student's family to support the student's English language development and instructional needs.

Test results may also be used by the Department of Public Instruction for monitoring and accountability purposes.

## What type of scores will be provided?

All sections of the test are locally scored by the test administrator. Parent/Guardian Reports include scores which can be used to monitor a student's growth over time within (not across) a language domain.

The report also gives an interpretation of the scores. This interpretation of the scores describes the student performance according to the six Alternate language proficiency levels:

- A1-Initiating
- A2-Exploring
- A3-Engaging
- P1-Entering
- P2-Emerging
- P3-Developing

